

## Collecting Data for Standards Based IEPs

Possible Data Sources	Description / Purpose
21 <sup>st</sup> Century Skills	inventory the essential abilities of the student related to critical thinking skills, information literacy, collaboration, self-direction and invention
Digital Literacy Skills	evaluate the student's ability to use digital technology, communication tools or networks to locate, evaluate, use and create information
Executive Functioning Skills	consider how the student uses mental processes to help connect past experience with present action when performing activities such as planning, organizing, strategizing, paying attention to and remembering details, and managing time and space
Diagnostic Assessments	used to pinpoint a student's instructional gaps
Expressive and Receptive Language Vocabulary	oral fluency, receptive comprehension, ability to use academic vocabulary
Speech / Articulation	used to evaluate student's ability to produce clear articulate speech
Benchmarks	a periodic assessment of a student's progress toward mastery of standards or annual IEP goals
Interim Assessment	an assessment, typically created or purchased by a district, that measures a student's growth related to a specific content area standard
Reading	assessments in the area of the student's reading Lexile level
Formative Assessment	not a "test", but rather a process of interaction between the teacher and student that is used to inform the next steps of instruction
Progress Monitoring Data	analysis provides evidence of progress toward the attainment of the IEP goal/objective
Teacher/Family/Student Input	data gained from interview or discussion
Observations	may be performed by teachers, mental health providers, related-services personnel, other school staff and families to obtain information on a student's communication skills; cognitive skills related to linking concepts; executive functioning; social skills related to working collaboratively with peers; digital literacy skills;

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	higher-order thinking skills; and mental processes, such as resiliency and impulse control
Portfolios/Work Sample	error pattern analysis of work samples using item analysis, reviewing rubrics, etc. to identify areas of mastery or areas that indicate continued instruction or adjustment of instructional strategy
Evaluation of Accommodation Use	use information regarding a student's access needs to choose an appropriate accommodation or evaluate the effectiveness of an accommodation by comparing the student's performance on a task using an identified accommodation vs. an opportunity to perform a similar task without the accommodation
Early Transition	information gathered from the family and service providers
Classroom Environment Survey	identify any barriers; determine appropriate accommodations and classroom expectations
Secondary Transition	data is collected on the student's individual needs, preferences, and interests as they relate to the demands of employment, postsecondary education, independent living, personal and social environments - analysis of these multiple sources of student assessment data through a transition lens is the common thread in the transition process and is the foundation for defining goals and transition services in the IEP
Behavior	formal/informal assessments designed to provide qualitative and quantitative data on a student's social, emotional and behavioral functioning
Social Skills	related to working collaboratively in large/small/individual settings
Attendance/Discipline Data	can be used to examine influencing factors
Summative Assessment Data	used to measure progress towards grade level standards